DOCUMENT RESUME

ED 084 230 SP 007 461

TITLE	Excellence in Teacher Education. 1972 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE	72
NOTE	30p.
AVAILABLE FROM	Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 ($1.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Achievement; *Teacher Education; *Teacher Educators
IDENTIFIERS	*Distinguished Achievement Awards; Portal Schools

ABSTRACT

This document provides a description of the Distinguished Achievement Award programs for 1972 and of other entries and commendations in the award competition, sponsored by the American Association of Colleges for Teacher Education. The Distinguished Achievement Award for 1972 was given to Temple University for its Portal School Concept, which it calls "education by mutual agreement." The program is described in detail. There is also a description of each program entered in the competition and of those commended for distinguished achievement or given certificates of recognition. (JA)

1972

Distinguished Achievement Awards of the American Association of Colleges for Teacher Education

ED 084230

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What the DAA Awards Are About: Encouragement of Excellence

Each year, since 1965, the Association invites its member institutions to enter the Distinguished Achievement Awards (DAA) Program in the knowledge that commitment to the goal of excellence is vital to these colleges and universities preparing 90 percent of the nation's teachers.

It is well to pause at this time—despite the everyday pressures and demands—and renew that commitment to the achievement of excellence. Few of us would deny that the word 'innovative' suffers from tired blood. It is all too easy to mistake change for achievement when new labels have been attached to the same old ways.

Real achievement has something to do with answering a genuine need and with giving untold time and thought. It is hard won. Such achievement of excellence by a college or university raises all of the teacher education profession.

The Association commends those institutions cited for excellence this year as it does all departments, schools, and colleges of education that continually reassess and upgrade their programs.

An extra dividend coming out of the DAA Program is the valuable cross-section of currents and trends provided by the entries. These characteristics particularly were evident in the programs submitted as entries:

- cooperating with local school districts for earlier and longer field experiences,
- using a systems approach, often performance-based,
- making a program student-oriented for individualized and flexible instruction,
- devising sound evaluative techniques to measure the program,
- providing program alternatives,
- using multimedia substantially,
- fitting a program to local needs, and
- involving faculty outside of teacher education.

These interests are healthy reassurances that teacher education is coping *positively* with problems at a time when money is scarce, budgets have been curtailed, and yet program 'miracles' are still demanded by the taxpayer.

The Association is grateful to the hard-working DAA panel of judges who undertook the decision-making: James Warner, panel chairman and assistant director of the Iowa State University Information Service in Ames, Iowa; Verna Fancett, chairman of the Social Studies Department of the Jamesville-DeWitt Central High School in Jamestown, New York; Vernon S. Gerlach, chairman of Educational Technology and Library Science at Arizona State University's College of Education in Tempe, Arizona; Kenneth R. Williams, president of Winston-Salem State University in Winston-Salem, North Carolina; and Donald W. Robinson, dean of the Youngstown State University School of Education in Youngstown, Ohio.

Edward C. Pomeroy
Executive Director, AACTE

Education
By
Mutual
Agreement

Temple Philadelphia Portal School Concept

The Distinguished Achievement Award
TEMPLE UNIVERSITY

P.R. Anderson
President

Paul W. Eberman
Dean, College of Education

Roderick A. Hilsinger
Chairman, Division of
Curriculum and Instruction

Betty B. Schantz
Assistant Dean
University-School Relations

In November 1963 – two months after Paul Eberman began as dean of the College of Education at Temple University – *The Philadelphia Magazine* ran an article which tore apart the city schools, piece-by-piece style. Eberman recalls that many of his staff stopped him in the hall to ask, "Do these things *really* go on in the public schools?" Temple is located in the middle of the Model Cities Area. "We had better go out there and find out," he answered.

Like most colleges in those expansive, booming early '60's, Temple's College of Education sent most of its student teachers into the fringe areas or even the suburbs; at the time, there was not a single organized practicum situation in the inner city.

"We began," Eberman explains, "on the assumption that a college of education in the kind of urban setting like ours has a strong obligation to relate to and improve nearby schools." But, he candidly admits, if he'd put such a commitment up to a vote by the 110 faculty members at the time, "I'd probably have received a resounding 'no'."

Teacher education, like all professions, is not without its sacred cows or fixed notions. Notion one: only a few student teachers should be placed in each school; principals encouraged this view by saying to the university, "Don't give me more than two or three students." Next, there was the commonplace that, because student teachers were spread out in all directions, teaching supervisors had to spend a lot of time on the road driving from school to school. More ingrained, perhaps, was the notion that student teachers should be under the complete control of the education faculty. Notion four categorized preservice and in-service training as parallel but

Temple Philadelphia Portal School Concept

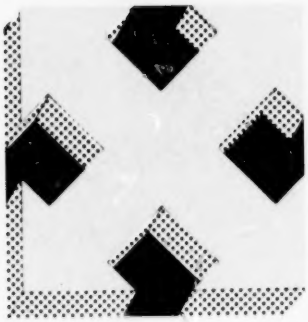
unrelated operations. The fifth unshakable conviction was that a decent professional education course could only be taught in a sterile campus classroom, free from the germs of the real world. Finally, the idea persevered in teacher education circles that local teachers' organizations should not have a voice in how teacher preparation took place, even with respect to the practicum side.

Temple used the years between 1963 and 1970 to lay the groundwork for serving the inner city schools. A nucleus of the College of Education faculty began a program in the inner-city area, and eventually a College Department of Urban Education was established. When prospective staff members were interviewed in those growth years during which the College of Education faculty tripled, they were specifically queried about what urban education experience they had had and what degree of commitment they held.

In 1970, the sacred cows were finally sent to pasture when Temple initiated its version of the portal school concept: by mutual agreement, the university, the public schools, the teachers' union, and the community began to operate four portal schools.

The portal school concept is a reallocation of existing resources through concentration of programs such as tutorial, student teaching, graduate internship, and special projects like EPICT, Teacher Corps, the Triple T, and veterans programs. Reallocation is a cooperative affair. The university in effect says to the public school system that rather than each segment maintaining separate and distinct cadres of coordinators, lead teachers, supervisors, and curriculum experts, why not join forces and make joint appointments? The goal is to create a total educational program that will meet the individual needs of each portal school.

Such an arrangement gnaws away at the traditional barriers of discrete educational authority; the university, school system, union, and community must each surrender a small portion of its sanctuary in order to achieve a greater total. The four Temple-Philadelphia portal schools were located in predominantly black neighborhoods; one school had a large concentration of Puerto Ricans. They were low on the socioeconomic scale. All four schools were near the university: the closest was two blocks away and the farthest was 15 minutes. The size varied: the



smallest of the four schools had 900 students; the largest had 1,200.

Each portal school set up its own advisory board composed of representatives from the university, school, union, community, and student body. Agreement on issues, it was decided, would be reached *by mutual consent* rather than by vote. A written contract was drawn up for approval.

In the give-and-take process, problems were inevitable. Of particular note was Temple's decision to include the teachers' union as a separate party rather than follow the traditional view that the union is part of the school system. The action was pragmatic, according to Roderick Hilsinger, Temple curriculum and instruction chairman. "I do not think there is an option," he contends. "I, too, would like to see the union consider itself part of the school system, central administration, and the rest; but I think that at this point in time the union is in the earlier stages of formation, and it will take a couple of years to get beyond that point."

Betty Schantz, the university link with each portal school, believes that "by getting together with the union and explaining the program and benefits possible for teachers under the concept, we have avoided many problems which we might have faced in the future."

She admits regret over some things which were not possible. "I am not as starry-eyed as I once was, feeling that I might like to hold teachers accountable and wanting the union to support this." She recalls the negotiations and the union decisions not to have its members on the advisory board vote and not to allow program evaluation by union teachers. Only teachers from Temple could participate in evaluation. "I would have liked to have had agreement that the university program would be evaluated by every participant, not just the university-trained ones. . . . I lost that."

But the union gave a little, too. Its most significant concession was a willingness to hold five to 10 percent of the open teaching positions for teacher education purposes. The way was cleared for a principal to hire student teachers after graduation if he was impressed with their competencies.

The second most serious problem has rested with the community side of the quadrilateral arrangement. "We have had difficulty,"

Education By Mutual Agreement

according to Dr. Schantz, "in getting parents on the advisory boards who really speak for the community." The qualification is clear: a parent must have a child currently attending the school. "So far," she says, "our parent representation comes from a very small group of parents who feel welcome in the school, who are there for other purposes, and who are known to most of the school personnel. It is one of the program's weak points."

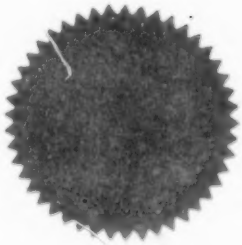
The concept is now in its second year. Four more schools will be added next year for a total of eight. While assessment would be premature, the question of accomplishment is inevitable. Hilsinger feels the program has meant a new institutional direction in teacher education. It has made, he contends, a difference in Temple's own backyard by establishing an institutional commitment which deals with most of the college's programs, by altering the university reward system so that demonstration of superior teaching in the public schools pays off on the level of research and publishing, and by trying to teach teachers through experience with real and poor children. But, above all, he points out, "It has tried to make a beginning on a broad enough base to be sustained, rather than vanish like the multitude of 'innovative symbolic crusades' which have emerged over the past 15 years."

Temple hopes to keep the portal concept flexible and open. Its staff estimates that a portal school will operate from two to five years. Once a school is running under its own steam and the advisory board is working effectively, the portal concept will no longer be needed there; it can then move on to another school. Hopefully what will remain is the fundamental and sound philosophy that educators and laymen, heretofore laboring in "separate but equal" bailiwicks, can work together by mutual consent in their common interest – children.

Much of the information for this article has been based upon remarks made during a 1971 AACTE Annual Meeting concurrent session on the Philadelphia Portal Schools Concept. Participating from Temple were Dean Eberman, Dr. Hilsinger, and Dr. Schantz.

For Distinguished Achievement:
Austin College
Sherman, Texas

President
John D. Moseley



Seeking ways to place effective teachers in the classrooms, Austin has committed itself to a highly individualized, performance-based program. Built solidly from a liberal arts base, the Austin Teacher Program covers five academic years, terminating in the Masters of Arts degree.

Four objectives have been set: to meet each student where he is and facilitate his continual progress; to provide long-term and in-depth involvement to enable the student to mature as the program unfolds; to involve the student as director of his own learning; and to increase opportunities for preparation in his academic field.

The student, in consultation with a faculty member, selects behavior patterns and identifies the concepts and skills related to them. A contract is drawn up outlining the competencies to be demonstrated.

Just as the student's role is more individualized in the program, the faculty member is a coordinator of activities for the student. The professor is a model for his students – trying to break the chain of teachers teaching the way they were taught. He is a team member who must help to keep the program open and flexible. The temptation to slip back into the old mold by teaching to groups instead of individuals or by falling back into the security of lectures is a clear and present danger. To avoid the pitfall, faculty members meet weekly to discuss the coordinator role. They also spend a few days at the beginning, in the middle, and at the end of the academic year to take an analytical look at the entire teacher education design. Expertise from consultants and evaluation by students also help.

Austin College believes that it has faced up to many of the problems plaguing teacher education; the experience of change has been both jarring and stimulating. Rather than offering its program as 'the model' for change, the college urges other teacher education institutions to seek new ways which will fit their own particular needs.

For Distinguished Achievement:
Peru State College
Peru, Nebraska

President
Neal S. Gomon

Under the Nebraska Head Start Supplementary Training Program, Peru State College began a pilot project four years ago, aided by funds from the Office of Economic Opportunity. The project serves the needs of low-income paraprofessionals employed by the Head Start Program as either teacher aides or social service aides and who lack formal education background or have been away from the classroom for many years.

The participants are typically middle-aged working mothers with family responsibilities. Many are members of minority groups. Under the special program at Peru, they are able to enter college and take courses related to their work as paraprofessionals. Upon completion of 64 credit hours, they receive a certificate of competency. If they wish to go beyond this point, they can work for an Associate in Arts degree or a Bachelor of Science in early childhood education.

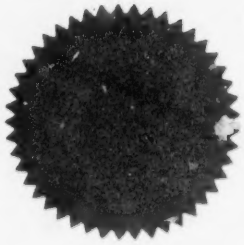
Typical of the courses designed for the program is the Bilingual Bicultural Education Workshop. Primarily for Mexican-Americans, the sessions offer discussion of curriculum materials for Chicano Head Start children. It has an added one credit-hour course in environmental education.

The pilot project has worked well largely because of the relationships between the college and local Head Start personnel. The latter have identified educational needs around which the special courses have been structured.

Peru State College has learned much from administering the program. For one thing, in developing a program responsive to specific educational needs, the college has had to modify the traditional course sequence by offering professional courses in the first or second year of college. It has developed the degree aspect of the program, taking many of the participants beyond the certificate portion. It has further recognized that courses must be scheduled at times and locations which are convenient to the students. It has had to keep flexible in terms of admissions policy, curriculum development, faculty assignment, and delivery of educational programs.

For Distinguished Achievement:
University of Dayton
Dayton, Ohio

President
Rev. Raymond Roesch



One of the pressing problems in teacher education is identifying the classroom teachers to guide laboratory experiences. Usually, teachers take turns at being supervising teachers for one term at a time. This practice tends to discourage continuity or improvement.

Assuming that there are classroom teachers specifically interested in teacher education, it is possible that these persons could become involved in formulating a new role for the classroom supervisor, requiring the establishment of partner relationships between the university and school systems.

With the view in mind of future partnership schools, the University of Dayton, along with various Dayton schools, has developed a program which emphasizes a new role for the classroom supervising teacher. The role is much more than an extension or expansion of the present one: it encompasses responsibilities to students at various levels of development; it assumes more responsibility for the sequential development of the prospective teacher; and it requires more sophisticated skills in demonstrating, facilitating, and analyzing the learning of young adults. Program participants must define the competencies to be sought, the formal and informal experiences to be provided, the materials of instruction, and the materials and procedures to be used to assess professional progress.

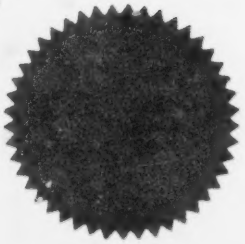
After meetings, seminars, conferences, and field trials with the university faculty, cooperating teachers, school administrators, and education students, program planners have found these competencies to be central:

- demonstrating theory in practice,
- serving as a model for learners,
- showing group dynamics in action,
- using instructional media,
- analyzing initial teaching behavior, and
- participating in continuous curriculum development.

Without a new role for the classroom supervisor, good partnership schools, the university is convinced, cannot function effectively.

For Distinguished Achievement:
University of Washington
Seattle, Washington

President
Charles E. Odegaard



Students majoring in education at the University of Washington can choose one of two paths: the traditional way of theory courses and academic preparation culminating in one quarter of student teaching or an alternative program, Teacher Education: Performance and Field Oriented (TEPFO), which *correlates* theory and practice for juniors, seniors, and postgraduates.

The TEPFO alternative resembles an earlier university effort, the 1967 Northshore Project, a coalition with the local school district and education association. Northshore featured:

- a performance-based, field-oriented experience,
- a cadre of clinical professors,
- the steering committee approach,
- a coordination of campus and field experiences,
- an in-service education program for field associate teachers,
- temporary certification for project interns in the final phase, and
- special screening and selection of interns.

Two years after the project began, a self-study program led to a faculty and student task force report setting priorities for change. The report recommended an admissions program based on well-defined criteria, a predetermined enrollment geared to available college resources, a specified block of time to which a student is committed full-time, a multiple-track system to help students with diverse backgrounds, a performance-based, field-oriented approach providing integration of theory and practice, and a close campus-field relationship.

Students participating in TEPFO must make an early decision to schedule program requirements in a block of time which precludes other academic work during the interval. They must further recognize that success will be based mainly on performance rather than on strictly cognitive experiences.

Faculty in the TEPFO program must be prepared to cope with management details, including frequent visits to the field for translation of performance data.

Certificates of Recognition:

Western Washington State College
Bellingham, Washington

President
Charles J. Flora

Western Washington's performance-based field-centered program is located in six Seattle schools (K-12) which are ethnically, socially, and economically mixed. Education students complete all of the program's professional components in two quarters and, upon graduation, are issued provisional certification to teach.

The program differs from other performance-based programs which are focused mainly on teacher behavior. The ultimate criterion used to test a prospective teacher's effectiveness in this clinical program is the behavior of his pupils, particularly their achievement of specific goals.

Major components are (1) an in-service course for teachers who will supervise the college's student teachers and (2) an entry program, studies in foundations, a laboratory component, and a practicum for the education student.

Program evaluation is continuous and characterized by immediate feedback to clinical students and their supervisors. It focuses on products such as the instructional packages for the prospective teachers as well as the learning outcomes of their students. It likewise deals with processes such as the techniques which student teachers employ as they work with pupils.

To date only three of 80 students have failed to complete this performance-based system. The major variable is the time needed to complete instructional packages, but performance remains the critical variable.

California State College, Los Angeles
Los Angeles, California

President
John A. Greenlee

The Five Points On-Site Teacher Education Program places a professional sequence of courses in school sites located in neighborhoods of varied racial or ethnic origins. The college's secondary education program includes a school in a black area, another in a Mexican-American one, a third in a mixed neighborhood undergoing transition, a fourth in a relatively stable middle-class Caucasian school district noted for experimentation. The fifth and final site is the traditional campus setting at California State College.

These off-campus sites assume various designs, often radically departing from the usual method of separate course packages.

A typical program covers educational sociology, psychology, curriculum, methods, and audiovisual education. On an agenda might be, for example, small group seminars, participation-observation in selected classrooms, attendance at school board meetings, work in a media center, individual tutoring or conferences, or work in various school offices.

Subject matter of the program are the on-site school, its faculty, students, resources, problems, and possibilities. Coursework blends gradually into participation-observation and student teaching. On-site student teachers begin at varied times, depending upon their individual readiness and the combined judgments of both college instructors and supervising teachers.

Certificates of Recognition:

The Ohio State University
Columbus, Ohio

President
Novice G. Fawcett

Originally a funded pilot program, the Teacher Education Program in Science and Mathematics Education has become the established program at the university for preparing science and math teachers. Involved are faculty members from science and mathematics and from the College of Education as well as personnel from the Columbus public schools and other schools in Franklin County.

Students are actively teaching at elementary, junior high, and senior high school levels during four or five quarter sequences. Emphasis during the junior year is upon the individual pupil: first, in a one-to-one tutorial setting, then as a teacher in small-group activities, and finally as class instructor.

The focus of the two-quarter senior program is the socioeconomic setting and its effects upon the school: first, there is a half-day teaching assignment divided in time between two schools in contrasting contexts (inner city, suburban); then there is a full-day teaching assignment in a single school, usually one from the past quarter's experience.

Evaluative devices – observations, audiotapes, and videotapes – are employed throughout the program to help preservice teachers evaluate their own classroom performances.

Future plans include increasing in-service work, assisting cooperating schools in curriculum development, and providing more community involvement for student teachers.

Eastern Montana College
Billings, Montana

President
Stanley J. Heywood

Eastern Montana's Environmental Education Program has been built without federal, state, school district, or college funds: it has been totally supported financially by the Parent-Teacher Associations of the involved schools. The program has grown in five years from involving one sixth-grade classroom of 29 children in the spring of 1967 to 33 sixth-grade classrooms from 12 schools totaling 900 children in the spring of 1971.

The program concentrates largely on the sixth-grade level; the college hopes eventually it will cover all of K-12. Children are exposed to these components: the concept of the earth as a closed system, dependent upon its own resources; the concept of biological ecosystems, emphasizing the interdependence and change; the concept of human ecosystems, particularly cultural, social, political, economic aspects; concepts of environmental management; and concepts of our cultural institutions, including study of population problems.

A major factor is the teacher's ability to guide pupils in the learning of these concepts. Both preservice and in-service workshops prepare teachers with useful attitudes and skills for environmental education classes. Also, college students are trained in many aspects of camp-counsellorship and as backup instructors for the camp program.

Certificate of Recognition:

Kutztown State College
Kutztown, Pennsylvania

President
Lawrence M. Stratton

Kutztown State College's Art Education Program, which produces many art teachers for the Pennsylvania schools, goes beyond the usual art education program. The aim is toward an artist-educator and the college's program is infused with the underlying philosophies that creative activity and all phases of living are interrelated, that art is a major force in communication, that the several dimensions of art have common and specific characteristics, and that the creative process is both objective and subjective, involving not only technique but also intellect and emotion.

Facilities are extensive: 16 major studios, an art gallery, a lecture hall, conference rooms, and staff offices.

Art specialization consists of 44 semester hours of studio courses, covering a wide range of required plus two elective ones. Students must do two clock hours of work in order to earn one semester hour of credit.

The professional education aspect includes professional orientation, audiovisual education, educational psychology, the methods course *Art in Education*, and a full 18-week semester of student teaching.

Art in Education develops an awareness of the place of art in schools, a knowledge of child development, insights into theories of learning, and some practical aspects of classroom activities and management.

Entries

Alabama State University
Montgomery, Alabama

Interested particularly in producing competent teachers who are alert to the behavioral responses and the needs of deprived pupils, the Experiment in Teaching the Disadvantaged helps student teachers identify disadvantaged pupils in a class of 30 seventh graders enrolled in the Lowndes County Training School; the student teachers then prescribe programs in the areas of communication and mathematics.

Allen University
Columbia, South Carolina

Emphasizing education in relation to human development, the Early Childhood Development Program has been structured as a career ladder and features methods and procedures built upon skills, training, and small-group instruction; facilities include a curriculum laboratory, reading centers, and an audiovisual area.

Appalachian State University
Boone, North Carolina

As part of its participation in the Phi Delta Kappa Teacher Education on Human Rights, Appalachian has committed its teacher education program to developing teachers who will demonstrate in their behavior a strong commitment to the full dignity, respect, and value of each student.

Arizona State University
Tempe, Arizona

A school-university partnership to establish a cooperative clinical teaching center, the non-funded program begun in 1971 features a two-year plan during which 36 undergraduate elementary education majors blend field experiences with coursework in classroom laboratories taught by college and public school personnel.

Avila College
Kansas City, Missouri

With a genuine need in the Kansas City community for more special education teachers in the areas of learning and/or behavior disorders, the college started a four-year teacher training program which prepares the student for certification in three areas: elementary education, learning disabilities, and behavior disorders; from the beginning of their college experience, students work with children in the campus laboratory class.

Black Hills State College
Spearfish, South Dakota

Nearing the final phase of one of the first undergraduate Teacher Corps programs in the country, the college program is shaped so that participants complete two years of college and go out into the field for two years of classroom experience; they return to the campus in the summers for a series of seminars and workshops.

Entries

California State College, Long Beach
Long Beach, California

In the Secondary Teacher Training Experimental Program which combines college curriculum with student teaching experiences, students are assigned to an off-campus secondary learning center where they spend a semester teaching two classes daily and take a matching seminar taught by a professor-in-residence.

Cardinal Stritch College
Milwaukee, Wisconsin

Designed to give varied and ongoing experiences starting with the freshman year, the Teacher Education Program's Five Phases reflects the present focus of teacher preparation on early involvement; students are given opportunities to coordinate the more theoretically-based coursework with practical laboratory experiences in public and private schools.

Castleton State College
Castleton, Vermont

The college's teacher education program changes include a teaming effort through statewide and local cooperatives and a concerted search for varied resources which would provide information regarding methods and materials of instruction.

Chadron State College
Chadron, Nebraska

To make college learning and public school teaching more relevant, the college's Outdoor Environmental Education has an interdisciplinary approach to teacher education centered around the natural laboratory of the out-of-doors; program includes pre-student teaching experiences during which students work with sixth graders from among 11 school districts.

Central State University
Edmond, Oklahoma

In its Early Childhood Teacher Training Project, the university is using a school-based demonstration kindergarten for practicum experiences; partially funded through an E.D.P.A. Title V grant, the certification project concentrates on working with the disadvantaged in psychological aspects, diagnosis of learning readiness, auditory and visual perceptual training, and methods for developing cognitive skills.

Central Washington State College
Ellensburg, Washington

Recognizing the need for colleges and public schools to work more effectively together in developing education programs for students coming from varying economic, cultural, and racial backgrounds, the Department of Education—together with several school districts in the Yakima Valley and the State Department of Public Instruction—established a Center for the Study of Migrant and Indian Education to coordinate educational efforts, give training, and help develop programs and instructional materials for the disadvantaged.

Entries

Clark College
Atlanta, Georgia

The Clark College-Atlanta Academy Theatre-Atlanta Public Schools Coalition is a competency-based teacher education program that identifies desirable performance standards for teachers, evaluates the trainee's achievement of those performance levels, and observes the effect of the trainee's performance upon the public school students with whom they work; 10 undergraduates attend morning classes at the theatre and the college, spend afternoons working as Urban Corps Interns in supervised elementary classes, and also engage in self-examination at workshops.

College of Mount St. Joseph on the Ohio
Mount St. Joseph, Ohio

In the college's mathematics laboratory, prospective teachers strengthen their own insights as they help young learners acquire mathematical concepts; student teachers also learn, through work with individual children or small groups, how to interact with pupils at different stages of development.

College of Saint Elizabeth
Convent Station, New Jersey

Believing that prospective teachers should have a maximum of teaching experiences which, in turn, should be related to the theoretical concepts, the college is using two courses as a base for making the public schools a laboratory: (1) "Field Experiences in Education" for sophomore elementary education majors and (2) "The Dynamism of Change" for senior student teachers.

Concordia College
Moorhead, Minnesota

The Self-Teacher Actualization Program (S-TAP) involves each elementary education major during one semester of his junior year with teaching in the public schools; five curriculum areas are covered: reading, language arts, social studies, mathematics, and science.

Concordia Teachers College
Seward, Nebraska

Through its IMPACT program, the college is encouraging student involvement with the community by its support of 123 projects, including the reading of stories to rural children in an empty saloon, tutorial work on nearby Indian reservations, and planning and conducting a community preschool center; the program has led to curricular change reflecting faculty and student ownership.

Creighton University
Omaha, Nebraska

Concerned with the needs for more practicality in teacher education courses and for earlier experiences with public school pupils, the university's cooperative program begins with tutorial work in a nonschool setting, progresses to service as teacher aides in psychology and methods classes, and ends in the complete classroom teaching assignment; students spend over 700 clock hours in direct association with the children.

Entries

Delaware State College
Dover, Delaware

In order to bring into the college persons from low-income areas who would not normally enter and who might not consider teaching as a career, the college initiated an Experimental Program in Teacher Education, assisted by the Wilmington public schools and other agencies; the program is designed to allow the student to spin in and spin out at any point along the career lattices.

Delta State College
Cleveland, Mississippi

Designed to help elementary teachers develop materials and methods for teaching mathematics to low achievers, Project SOSO (Save Our Slow Ones), begun by the Mathematics Department, follows the hypothesis that a child—and particularly a low achiever—will learn math better if he is also given a manipulative device; project concentrates on trying out devices in the classroom and then working them into course material for elementary teachers.

District of Columbia Teachers College
Washington, D. C.

Placed in a special room within an elementary school, the practicing teacher is asked to work on a particular concept, skill, or performance criterion; emphasis is placed upon developing teachers who can deal realistically with problems facing the present generation, particularly the disadvantaged in an urban setting.

Dominican College of San Rafael
San Rafael, California

The college's teacher education program, containing 52 performance-based objectives for the prospective teacher, evolved cooperatively from critical needs identified by its students, staff, and representatives from the public schools of Marin County: (1) earlier entrance into the program, (2) increased contact with children, (3) individualization of instruction, (4) unification of content and process, and (5) emphasis upon self-evaluation, autonomy, and accountability.

East Tennessee State University
Johnson City, Tennessee

Trading the traditional courses, credits, grades, and hours for components, modules, module clusters, behavioral objectives, and varied performance modes, the university's Division of Laboratory Services has moved much of its teacher education into the public schools; a Teacher Corps program combined with Individually-Guided Education (IGE) have helped establish a working relationship between the College of Education and several schools.

Eastern Illinois University
Charleston, Illinois

To strengthen the critical phase of student teaching, the university started an experimental summer program to encourage student teachers to bring and discuss problems they had encountered during the practicum.

Entries

Eastern New Mexico University
Portales, New Mexico

Recognizing the student's need for more relevant and meaningful educational experiences, the university's Interdisciplinary Internships with various state agencies place the student at a facility for a semester, involving him in individual and group psychotherapy; typical of the facilities used by the interns are Las Vegas Mental Hospital, Las Lunas Medical Hospital Training School, Albuquerque Alcohol Rehabilitation Center, and Fort Bayard Geriatric Hospital.

Eastern Washington State College
Cheney, Washington

The college serves a wide range of clientele—from the urban and suburban people of the Spokane vicinity to the sparsely-populated rural areas, including several Indian reservations; to serve them, the college has turned to videotaping as a partial solution to professional admissions interviews, urban and rural in-service programs, teacher placement, microteaching, and other critical needs.

Edgecliff College
Cincinnati, Ohio

Working toward earlier student-teaching involvement as a self-screening device before the student makes a career commitment, the college has implemented a Four-Year Elementary Education Program which features 20 hours of directed observation and participation during each of the first three years and a final Professional Year; a systems approach is used, emphasizing performance objectives, production, media material use, strategies of instruction, and types of evaluation.

Fitchburg State College
Fitchburg, Massachusetts

Spanning the continuum from preservice through in-service, the college's Teacher Education Center is directed by a systems team using a clinical approach of diagnosis, prescription, treatment, and evaluation; interdisciplinary themes such as Peoples, Environment, Communications, Government, Space and Time, Energy, and Occupation crisscross the curriculum.

Florida Agricultural and Mechanical University
Tallahassee, Florida

Pinpointing three specific needs of (1) knowing the subject of mathematics, (2) keeping up with information on its teaching, and (3) becoming aware of human relations problems in newly-desegregated schools, the Florida A&M University TDDS Mathematics Institute, funded by EDPA, features an eight-week summer session during which college staff members and visiting consultants from this country and England work with 36 participants from the state of Florida in specific teaching situations, followed by discussions centering around the three needs.

Florida Atlantic University
Boca Raton, Florida

The university, helped by the State Division of Youth Services, has designed a special program in which some 50 juniors and seniors live, study, and work for 18 months within a state correctional institution located in Okeechobee where they participate as subprofessionals in every facet of the institution's program; students work 25 clock hours per week and attend classes in the late afternoon and early evening.

Entries

Florida Technological University
Orlando, Florida

In the Florida Technological University Career Teacher Program, students are exposed fully to the realities of teaching, with an early opportunity to decide if they wish to pursue it as a career; they are encouraged to blend theoretical concepts with practical experiences, work in off-campus Teacher Education Centers, and maintain close touch with university and public school personnel.

Immaculate Heart College
Los Angeles, California

Recognizing that, even though no single prescription for good teaching exists, four elements—early and continuous observation and participation along with reflection and dialogue on content, values, and method—contribute to effective teacher preparation, the college has built a program that centers around learning as a process incorporating all of the undergraduate experiences and featuring a series of concurrent seminars.

Indiana State University
Terre Haute, Indiana

By restructuring and revising the curriculum, reallocating and recombining available resources, and making the most of existing facilities, the elementary teacher education program has been improved in five ways: more flexibility in fitting the general program to individual needs, earlier experience with children, greater emphasis upon two curriculum theories and instruction blocks, use of behavioral objectives to determine and evaluate content, and development of student teaching centers.

Inter American University of Puerto Rico
Hato Rey, Puerto Rico

Phase II, a sequel to the university's Open Poly Dimension Endeavor, provides a series of experiences structured to obtain student response to problems of what to teach, how to teach, and what competencies are needed; the one-year pre-internship laboratories, directed by a bilingual professor, form the core of the project.

Iowa State University
Ames, Iowa

Human and technological resources have been organized into a student-centered, individualized study program within these guidelines: recognizing resources as all things from which people learn, operating a center as a model for elementary and secondary schools, employing self-directed planning and production, and using a differentiated staff to assist students at all stages.

Kansas State College of Pittsburg
Pittsburg, Kansas

Three phases were involved in the Elementary School Project in Mathematics: (1) updating the mathematics background of teachers through a six-week summer institute, (2) assisting key personnel to assume leadership roles through an in-service course, and (3) setting up monthly in-service meetings for all elementary classroom teachers in the program; program is jointly operated by the college and the Pittsburg public schools.

Entries

Kearney State College
Kearney, Nebraska

For better preparation of prospective teachers on international issues and happenings, the college developed the Annual Midwest Conference on World Affairs, planned and conducted by a committee of faculty and students; eight conferences have been conducted so far, bringing together representatives of many nations.

Lee College
Cleveland, Tennessee

The Division of Education undertook a study to find out what characteristics administrators, principals, and superintendents considered essential for teaching success; sources were local school systems in which Lee College graduates were teaching, and the findings have helped the college in planning and improving its program for preparing teachers.

Lewis and Clark College
Portland, Oregon

Needing to utilize the secondary student teaching staff more efficiently, the college began its Individualized Student Teaching, a systematic approach to field practicum; the program features (1) individualization of the teacher experience; (2) a plan for a 10-week term of student teaching; (3) use of videotape and analysis; (4) a wide variety of philosophies and procedures in cooperation with public school cooperating teachers; and (5) placement of college staff in supervisory roles.

Mankato State College
Mankato, Minnesota

In order to prepare students from rural midwestern communities who go into school systems located in intercultural communities, the college's Introductory Urban Block gives early experiential education involving academic instruction with inner-city school and community involvement; students live in St. Paul and work in community projects.

Marillac College
St. Louis, Missouri

Intended as the first in a series to bridge the preservice and in-service gap, the primary math skill sequence program was designed by 764 participants in eight national in-service workshops, sponsored by the college's teacher education faculty to give the teacher an accurate skill inventory for the individual learner; the charts of skills can also be used as a report to parents.

Mars Hill College
Mars Hill, North Carolina

In order to lengthen student teaching, put more relevance into methods courses, and increase involvement of public school personnel in teacher education, the Education Department, in cooperation with the Buncombe County and Eden City Schools, began an Education Internship Program involving 22 college juniors in a year of internship; courses are taught by personnel from the college and public schools.

Entries

McPherson College
McPherson, Kansas

Responding to student insistence that education be 'real' and that classroom experience begin earlier, the Education Department is emphasizing a laboratory-oriented curriculum, making the world at large the laboratory; students are placed in public schools as tutors, aides, special methods teachers, and student teachers, and they are further required to spend at least one Interterm in a different social or school environment.

Miami University
Oxford, Ohio

The university has developed a program of preparation in which the teacher-candidate must assume the role of an active participant along with university personnel and public school teachers in evaluating his own progress; this new role for the student is firmly based upon early school contact and relevant field experiences in the schools as bases for making career judgments.

Mount Marty College
Yankton, South Dakota

Responding to Mount Marty College graduates' suggestions that student teaching time be increased, the teacher education department initiated an experimental full semester of practice; a year later, the program was adopted for all prospective teachers, with selected faculty members preparing individual learning packets as theory guides.

Mount St. Mary's College
Los Angeles, California

Using the nontraditional method of internship to educate teachers from funds given by the school district, the Inner-City College-Community Teacher Education Program provides an intense preservice segment, followed by on-site participation with part-time salary, and finally full participation with regular salary provisions; professional personnel were recruited from among Cuban refugees living at the time in Florida, ex-aerospace engineers, uncommitted liberal arts majors at the college, and suburban teachers.

Northeast Louisiana University
Monroe, Louisiana

Seeking more teaching contacts and experiences for student teachers, the college has worked out a Laboratory Experience program for all education students that schedules second semester freshmen into schools for visits, includes sophomores in classroom activities, and places sophomores and juniors in tutorial and monitorial situations; concurrent with this early school involvement is a program of media proficiency directed by personnel in the Northeast Media Center.

Northeast Missouri State College
Kirksville, Missouri

Noting the scarcity of available elementary and secondary schools to accommodate *substantial* programs of laboratory experiences, the college implemented a Teaching Skills Center for preservice and in-service use; the center's coordinating office and three training labs give a carefully articulated sequence of experiences in audiovisual aids, preparation of instructional materials, and videotaped micro-teaching.

Entries

Northeastern Illinois University
Chicago, Illinois

The project Duality in Society, Duality in Teacher Education attempts to prepare the student teacher to function in both an inner-city setting where children are often disadvantaged and in an outer-city setting where children usually come from higher socio-economic backgrounds; students teach in both settings, meet regularly with college counselors in small groups, participate in various field experiences, and attend workshops with cooperating teachers and administrators.

Oklahoma College of Liberal Arts
Chickasha, Oklahoma

After two years of self-study by the college, the programs of Inter-disciplinary Studies and Independent Study were implemented; the programs, now known as IDS and IS, were two aspects of a general institutional change from the Oklahoma College for Women to the Oklahoma College for Liberal Arts.

Old Dominion University
Norfolk, Virginia

Integrating elementary school practicum with college methods courses, the program is a cooperative effort of a city school system and a university to improve the professional preservice education of future teachers; involved were 55 undergraduates, three university faculty, and 28 teachers from five elementary schools.

Oregon State University
Corvallis, Oregon

To develop a model for improved instruction in the schools and the university and to create a climate of change for students, teachers in training, teachers in service, administrators, and parents of pupils, the School of Education and the Corvallis school district have initiated a field-centered program; the prospective junior high teacher undergoes four training phases: tutor, teacher assistant, teacher associate, and intern teacher.

Plymouth State College of the University of New Hampshire
Plymouth, New Hampshire

The Cooperative College-School Elementary Science Program was implemented to stimulate New Hampshire school districts into modernizing their elementary school science offerings by using this model program and to update preparation of elementary science teachers in the state; the institute is a joint venture for the college, the State Department of Education, and the seven school boards, teachers, and administrative personnel of New Hampshire School Supervisory Union 48.

Prairie View Agricultural and Mechanical College
Prairie View, Texas

Noting that nonwhite children were learning to read and understand American life from books which barely mentioned minority lifestyles, the Multi-Ethnic Curriculum Program at the college constructed materials to correct this situation; the results have helped the students to read and understand different cultures with a minimum of personal bias.

Entries

Rhode Island College
Providence, Rhode Island

Primarily a training ground for the college's graduates and undergraduate students in clinical, laboratory, and internship experiences, the Learning Center also serves communities in Rhode Island and nearby Massachusetts in diagnostic and remediation services for children with psychoeducational problems; senior staff members and graduate students work in psychology, special education, elementary education, counseling, and social work.

St. John's University
Jamaica, New York

Defining a catalyst as a person who accelerates the occurrence of positive educational change, the university has set up its Educational Catalyst Program to provide selected teachers with the expertise to diagnose, analyze, evaluate, plan, coordinate, initiate, and nurture into existence approaches to educational innovation which are creative.

Seattle Pacific College
Seattle, Washington

The year-long, paid internship for students preparing for initial certification has evolved out of a combination of these promising trends in teacher education: (1) teacher education centers, (2) team teaching and differentiated staffing, (3) a consortium of college, school organization, and professional association of instruction, and (6) the concept of the paid internship.

Seton Hall University
South Orange, New Jersey

When the Newark public schools, after a long teachers strike, asked the university to help meet the continuing crisis in urban education, Seton Hall began an innovative six-week program which has evolved into a year-round project; 36 prospective high school teachers and 125 elementary teachers, helped by 10 clinical professors, determined achievement levels, detected health difficulties, planned materials and methods, instructed, counseled, and evaluated.

Southeastern Louisiana University
Hammond, Louisiana

To blend the theoretical with the practical and to provide secondary teacher trainees with more practice, the Coordinated Block Approach for the teaching of methodology was developed; included in its experiences are formulation of instructional goals, establishment of criteria for achieving formulated instructional goals, construction of successful patterns for classroom, relevant group and individualized instruction, and measurement of achievement.

Southwest Minnesota State College
Marshall, Minnesota

The new college's teacher education program of block credits emphasizes the components of competency-based performance, individualization, field orientation, systems analysis, and human relations; the student has principal responsibility for planning his learning program.

Entries

State University of New York College at Buffalo
Buffalo, New York

The college's Toward Personalized Teaching in Two-Year Colleges graduate program, begun with an HEW grant, involves four experimental features for the participating Fellow: (1) an advisement committee of three professors, (2) a six-week summer institute, (3) a two-semester professional-academic seminar, and (4) a semester's internship in a two-year college.

Temple Buell College
Denver, Colorado

Taking the position that varied and contradictory philosophies can often hamper more than help, the college has created a teacher education program reflecting a single consistent philosophic position; objectives for each course are prepared in behavioral terms, and the student is able, through course experience, to use techniques and methods for actual classroom practice.

Texas Christian University
Fort Worth, Texas

Through cooperation with The Pennsylvania State University and the State University of New York College at Geneseo, a first working paradigm for teacher education and the study of teaching was done; at present a pilot group of students are interacting with the instructional program.

The College of Emporia
Emporia, Kansas

For more efficient utilization of staff, greater opportunity for students to apply learning to real-life situations, and a more appealing teacher education experience, the program has replaced its traditional courses with 40 competences which are represented by one or more learning packages—behavioral objectives, selected readings, slide-illustrated and taped lectures, self-tests, and other media—which the student uses in the Self-Learning Laboratory.

The George Washington University
Washington, D.C.

Speaking to the need of richer experiences for young educational leaders, the university program has a closely supervised practicum in which 10 Fellows work in the field with new teachers, parent groups, the courts, and the press to gain interpersonal skills along with psychological and sociological insights.

The University of Arizona
Tucson, Arizona

The Professional Semester Program—an intensive student teaching experience in six secondary public schools serving multicultural populations run cooperatively by the Tucson public schools and The University of Arizona's College of Education—is built around prospective teachers studying methodology while apprenticed to teaching teams, during which they observe and teach full time for one semester.

Entries

The University of Wyoming
Laramie, Wyoming

Under an HEW-sponsored fellowship program, the university has launched the Education Specialist (Engineering Option) Program to train engineering teachers for community colleges, leading to an Education Specialist's degree in Curriculum and Instruction.

Trenton State College
Trenton, New Jersey

Student teachers are wrenched from the college refuge and thrust into the sights and sounds of an elementary school where they must cope with a myriad of problems; the student plays a progression of roles as observer, aide, assistant, and teacher and the college faculty also leaves its ivory tower, assuming responsibility for planning, implementing, evaluating, and financing the project center.

University of Georgia
Athens, Georgia

Sophomores, juniors, and seniors are given early and continual preservice interaction with public school students by participating, at each academic level, for a quarter in a school under the supervision of a center coordinator from the Division of Elementary Education staff and instructors of methods courses from the College of Education itself; 13 schools in Clarke, Oconee, and Oglethorpe counties serve as field centers.

University of Houston
Houston, Texas

Sixty-four students at the Houston Competency-Based Teacher Center are engaged in a preparation program which is competency-based, personalized, designed through systemic procedures, regenerative, field- and campus-centered, consortium-structured, and flexible in program and organization; program emphasizes human behavior, teaching styles, and decision-making.

University of Maine at Farmington
Farmington, Maine

Responding to a need for trained personnel to work with high risk students entering college under the Program of Basic Studies (P.B.S.) as well as reflecting the desire of the Education Division for extended and earlier teaching experiences, the university began a special teacher training component that utilizes workshops, seminars, and training labs to prepare the student.

University of New Hampshire
Durham, New Hampshire

The Graduate Program for Specialists in Early Childhood Education involves the university with the state departments of education in Maine, New Hampshire, and Vermont as well as local school districts in these three states; assisted by an instructional aide, teams of two graduate students design, establish, and staff multi-age early childhood learning centers in local school districts.

Entries

University of Northern Colorado
Greeley, Colorado

Designed to give prospective teachers the chance to go into inner-city communities beyond the actual teaching situation, the program features a 10-day camping trip into the Southwest, visits to Indian and Hispano schools and communities, a six-week live-in in a minority community, and work with schools and community agencies.

University of Wisconsin – Eau Claire
Eau Claire, Wisconsin

A consortium by the university, the Wisconsin Research and Development Center for Cognitive Learning, the Wisconsin Department of Public Instruction, and 14 schools in eight public school systems in the state has encouraged educational change within both the university and the school systems and has brought improved in-service programs.

University of Wisconsin – La Crosse
La Crosse, Wisconsin

The college has evolved a Nuclear Design for Teacher Education to establish a stronger bond between the College of Education and cooperating schools of the area; two units – Education and Resource Centers and the Center for Education Professions – further the effort to effect change in preservice and clinical experiences.

University of Wisconsin, Oshkosh
Oshkosh, Wisconsin

Four years ago, the university reexamined its clinical designs and began Project LINIS (Limited Non-Isolated Instructional Segments) to avoid the costly setup of a noncampus setting but offer a Teaching-Learning Clinic for development of a model which can be duplicated in cooperating communities.

University of Wisconsin – Stevens Point
Stevens Point, Wisconsin

Emphasizing prestudent teaching laboratory experiences, the Children's Motor Development Program gives university students the chance to study learning patterns of children along with all types of motor development; teacher and child work together on the child's individual needs for an entire semester, and evaluation sessions for the staff are held weekly.

University of Wisconsin – Whitewater
Whitewater, Wisconsin

To increase practicum experiences for elementary students minoring in Outdoor Education and to reduce the pupil-teacher ratio in the public schools, the College of Education has collaborated with the Milwaukee public schools on a series of two and one-half day resident camp outdoor education programs; prospective teachers can observe and evaluate individual abilities and cultural expectation.

Entries

West Chester State College
West Chester, Pennsylvania

In celebration of its 100th year of service to the teaching profession, the college is presenting nine Coffee Hours, sponsored by the Office of Student Teaching, for discussion of contemporary trends in the profession; invited are student teachers, classroom teachers, cooperating teachers, supervisors, college instructors, and interested personnel.

West Georgia College
Carrollton, Georgia

To avoid the pitfall of a teacher often teaching as he was taught, the college's teacher training block is organized into four clusters that catalog the needs of the learner: the experience sequence, examination of self, media skills, and integral concepts; full use is made of microteaching, on-site mini-lessons, and extended experiences.

Western Illinois University
Macomb, Illinois

An experimental model planned jointly by the university, school district, and Peoria Heights community, the project places the university student into a teaching team that employs a learning loop, including diagnosis, prescription, consignment, treatment and assessment, and individualized instruction.

Westmar College
Le Mars, Iowa

Convinced that teachers cannot be taught to teach in a structured course situation, the Education Department unstructured its professional semester by eliminating traditional courses, course credits and letter grades and setting up two eight-week blocks of time, granting eight credits each on a pass/fail basis; the first part concentrates on individual and group instruction and the second half offers full-time student teaching in area schools.

Westminster College
New Wilmington, Pennsylvania

As part of Project PEERS, Westminster students live in Philadelphia with black families, serve as instructional aides and tutors, and are involved in community programs; at the same time, Philadelphia high school students experience college life and studies, completing an exchange of educational enrichment.

Wheeling College
Wheeling, West Virginia

The program prepares students to become master teachers by concentrating on three related themes: (1) person, (2) college-school partnership, and (3) performance; Wheeling feels that the small size of a liberal arts college can be a definite advantage in developing individualized programs.

Entries

Wichita State University
Wichita, Kansas

The Community Education Center, cooperatively run by the university and the Wichita public schools, features a Reading Center program in which tutors are assisted by the professional staffs from the university and the public schools; a wide selection of reading materials is available to the university student through the pooling of resources.

Youngstown State University
Youngstown, Ohio

The Sheridan Project, a cooperative effort of the university and the Youngstown public school system, combines elements of (1) joint campus and city-school planning, (2) faculty participation in teaching methods courses within a clinical setting, (3) involvement of elementary education juniors for 25-30 hours weekly in school settings, and (4) integration of theory, method, and clinical practice in a performance-objectives mode.